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ABSTRACT

This paper discusses development of the Crosscultural, Language, and Academic Development (CLAD) credential in California's preservice teacher education. CLAD focuses on first and second language development, educational equity, linguistic and cultural diversity, equal access to core curriculum, respect for cultural and linguistic issues, materials that capitalize on students' prior experiences and learning styles, and communication with parents. The paper compares regular on-campus CLAD programs with those offered within a Professional Development School (PDS) model, highlighting the Temecula PDS, which is in its first 2 years of operation. The paper focuses on the ability of new teachers within the Temecula PDS to (1) effectively challenge students in core content areas, (2) work effectively with diverse populations, (3) work effectively with colleagues, and (4) become reflective practitioners. Exploratory results from the first two cohorts of the Temecula PDS have generated positive data regarding the efficacy of the PDS as a model for CLAD teacher training. Six case studies, intended for use in small group settings, are attached. (Contains 10 references.) (SM)

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# EXPLORATORY COMPARISONS FROM THE FIELD:

# STUDY OF STUDENTS FROM TWO TEACHER CREDENTIALING PROGRAMS OF CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT

## (PROFESSIONAL DEVELOPMENT SCHOOLS AND REGULAR TEACHER EDUCATION PROGRAMS)

a paper presented at the 51st annual conference of the

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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# EXPLORATORY COMPARISONS FROM THE FIELD: A STUDY OF STUDENTS FROM TWO TEACHER CREDENTIALING PROGRAMS OF CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (PROFESSIONAL DEVELOPMENT SCHOOLS AND REGULAR EDUCATION PROGRAMS)

National studies of retention in the teaching profession indicate that the early years are the most critical if a teacher is going to stay in the field (Charter, 1970; Grissmer and Kirby, 1987; Willet & Singer, 1991). The data from the National Center for Educational Information are even more telling in evidencing that the annual attrition rate for new teacher is approximately double the rate for veteran teachers (Feistritzer, 1990). In an environment that favors the expansion of the movement to decrease the teacher/student ratio, colleges of education need to rethink the induction phase of teacher preparation programs in order to turn this trend around. Attention needs to be directed to the restructuring of support networks for beginning teachers (Bullough, 1990: Darling-Hammond, 1989).

Novice teachers too frequently enter the profession facing numerous challenges, while often working in isolation, and without a supportive network. Beginning teachers in California face these trials as well as additional challenges. California's public schools service one of the most diverse populations in the world. Of the more than 5 million students attending California's public schools, over one third hail from homes where English is not the language of communication (Bartell, 1995). Teaching non-English proficient students can be a daunting task for any teacher, and this circumstance of the California schools only serves to compound the problems that may face a first year teacher.

There has been a movement over the last twenty years to attempt to reconfigure the induction phase of teacher preparation programs and place these responsibilities squarely within the school site, creating a marriage of theory with practice. In keeping with the research of the Holmes Group (1986, 1990) the work of John Goodlad (1984), and others, California State University at San Bernardino, in the early 1990's began to venture into areas that embraced Professional Development School concepts.

Within the California State University's, (San Bernardino){CSUSB} service area, teacher training primarily involves the traditional university, on-campus model of teacher preparation. In this two county service area, it is important to note that school districts in the region serve a high preponderance of minority students–that is, in these districts, one in four students entering first grade are Limited English Proficient (LEP). By contrast, eighty-five percent of the students entering the teacher preparation program at CSUSB are monolingual Anglo females. These data are consistent with data from the state; the California Commission on Teacher Credentialing (CCTC) reports that about eighty percent of all elementary school teachers currently employed in public elementary schools in California are Anglo females. This trend in teacher demographics is radically at odds with the student demographics for the entire state, where the majority of K-3 elementary school students are non-Anglo, or ethnic minorities. A situation such as this, where there is a high majority teacher staff for high minority children, is at cross purposes with the state's educative mission as stated in It's Elementary, 1992, p. xiii:

> "The mission of California's elementary schools is to nurture the intellectual, physical, emotional, and moral capacities of each child to the fullest extent possible so that each can profit by continued schooling and so that, ultimately, each can lead a fulfilling life in our society as a productive worker, citizen, and private individual."

Recognizing this disconnection between the lived realities of the teachers and their ever-changing populations of students, the state of California, through the CCTC, issued a mandate for educational researchers to inform the creation of a revised teacher preparation program. The goal of these legislative mandates was for the new credentialing process to create teachers that would be sensitized to the realities of ethno-linguistic minority students and have competencies that would allow for the maximization of each student's potential.

A part of that work included the It's Elementary program and documentation, that has been mentioned earlier in this paper. This program was aimed principally at school districts and defined in this a mission for the state to nurture the intellectual, physical, emotional and moral capacities of each child. This mission, however, was not being effectuated neither across the state nor with equal result. Educational statistics show clearly that children with certain demographic characteristic were not being nurtured and developed by the state's public school systems as fully as were other students. When the educational success of students is juxtaposed by demographic markers, and then, with the same markers for the state's teachers, the results are telling. The more one has in common with the average elementary school teacher the more likely one is to fully profit from the educational offerings at the typical California school site. Knowing of these data, various school districts across the state attempted to raid each other's teacher pool to create more culturally reflective classrooms. However, careful consideration of the glaring statistics on under-representation of specific ethnic populations in the high school graduating ranks, as compared to their numbers in the local communities, facilitates an understanding of the circuitous nature of the problem. The colleges of education can not attract and educate substantial numbers of new teachers from under-represented

groups if these student populations are not being successfully educated to the high school graduation level. Recognizing this problem, the California Commission on Teacher Credentialing (CCTC) determined that in order to correct the cycle, it would be necessary to develop specific competencies. The competencies were designed to be included in the preparation of all new teachers and were to specifically address the needs of children from groups that had been previously marginalized or were not flourishing across the state's educational systems. Thus, the idea of the Crosscultural, Language, and Academic Development, or, CLAD, credential was born.

CLAD PROGRAM SPECIFICS

A cursory look at the CLAD requirements include a focus on:

1. first and second language development
2. principles of educational equity
3. successful approaches for the education of linguistically and culturally diverse students.
4. ensuring that students have equal access to the core curriculum communication skills including the integration of speaking, listening, reading and writing to fosters respect for linguistic differences.
5. Creating plans that reflect crosscultural and linguistic understandings fostering learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds.
6. preparing and utilizing strategies, techniques, activities and materials that capitalize on students' prior experience and learning styles.
7. presenting ideas and instructions clearly and meaningfully to students, while adjusting the complexity of the language to the linguistic abilities of all students in the class.
8. recognizing and accepting diverse cognitive and communicative modalities.
9. using available resources to communicate effectively with parents.

The Multiple Subject Credential Program CLAD emphasis at California State University San Bernardino (CSUSB) was authorized in June of 1994. CSUSB was one of

the first three institutions in the state of California to be authorized to provide the new CLAD credential. The Crosscultural Language and Academic Development multiple subject credential implementations, statewide, was the result of the California Commission on Teacher Credentialing's strong support of the universities within the state who stepped forward to institute the program. Once the program was known by school districts, the market place demand drove universities throughout the state to adopt the program.

The CLAD multiple subject program at CSUSB now consists of eight core courses, which are listed below:

- EELB 321 Culture and Schooling
- EELB 332 Psychology for Diverse Societies
- EELB 333 Curriculum and Instruction for Diverse Societies
- EELB 441 Mathematics Methods for elementary school teachers
- EELB 443 Science Methods for elementary school teachers
- EELB 443 Reading and Language Arts Methods for elementary school teachers
- EELB 447 Social Studies Methods for elementary school teachers
- EELB 449 Advanced Literacy and English Language Development

## CLAD AND PROFESSIONAL DEVELOPMENT SCHOOL MODELS

These eight courses are the CLAD teacher preparation program and as such are utilized in all of the CSUSB multiple subject programs, both on-campus and at the off-site Professional Development School (PDS) programs, which include the Temecula Professional Development School.

The remainder of the paper will compare and contrast regular on-campus CLAD programs with those offered utilizing the PDS model. In analyzing the effectiveness of the Temecula PDS to carry out the goals of the CLAD mission of the teacher preparation program, four areas are looked at for comparison. These areas include the ability of the new teacher to:

1) effectively challenge students in the core content areas;

2) work effectively with diverse populations,

3) work effectively with colleagues; and

4) become reflective practitioners.

In looking at the Temecula PDS, this paper presents data from the most recently-created site. The Temecula site is in its first two years of operation, and provides details that appear to support claims long held by districts hiring candidates from the professional development schools — that is that the PDS model is superior in its ability to more quickly and comprehensively prepare teacher candidates to move seamlessly into the field of teaching.

CORE CONTENT SUBJECT MATTER

Practically speaking, all teacher credential candidates must have a similar academic background, the state approved waiver major, or have proven their level of subject matter competency via the MSAT, the multiple subjects component of the Praxis National examination. Therefore, one could argue that there is no measurable difference in this area. However if the focus is changed to attempting to evaluate sustained engagement in the core curriculum, one factor does appear to be available for analysis. A differentiation between PDS and on campus students can be noted in the area of willingness of the students to engage in non-required training such as conferences and seminars in the core curriculum. Each of the teaching methods faculty invites and makes available information on all local curriculum conferences to all students, including both PDS and on campus students. The PDS rates of participation by subject area are charted below as compared to that of on campus students.

TABLE 1

Participation Rates Comparisons: PDS and Regular Program

| | Math | Social Studies | Science | Reading |
|---|---|---|---|---|
| PDS-YR 1 | 56% | NA | 70% | 80% |
| PDS-YR 2 | 85% | 10% | 90% | 90% |
| Campus | 20% | 5% | 35% | 20% |

Although the numbers for both cohorts of the Temecula Program are relatively small, the level of engagement is significantly greater when compared to that of the on

campus program students. It may be too early to understand these differences completely, but some of the statements from the Temecula PDS students have been included, below, to assist in shedding some light on results.

> Student A in reference to the mathematics conference "This is not my strongest area and I believe that the trade off of one Saturday was well worth the ideas, strategies, and handouts that were provide. Also, I joined the association that was sponsoring the conference because I feel that I need to continue to grow in this area. I am earning an "A" in the mathematics methods course but when the course is over I will need more advice and support."

Given that one of the goals of the PDS is to create professional teachers, who take responsibility for their on-going development as a career teachers, this level of non mandatory professional involvement outside of the PDS program strictures is highly encouraging. When one considers that the Temecula PDS program is completed in less than a calender year, while the average on- campus student completes the program, on average, in five quarters, it is obvious that the PDS student is involved with more course work per quarter. An assumption flowing from that fact might be that the PDS students would have less free time for non required academic activities, but Table 1 on page 6 illustrates just the opposite. The core subject conference participation rates of the Temecula PDS students are higher and support the idea that the PDS model more effectively challenges students to access and address their core content area competencies. These kind of activities should ultimately result in a higher level of teacher strength and by extension, these engagements should improve the quality of their teaching in these areas. This is a focus of study that will continue to be tracked by evaluating the Temecula PDS teacher cohort members' individual classroom achievement levels. This evaluative process will occur in late Spring, 1999.

for the first cohort of Temecula PDS teachers by utilizing their students' SAT 9 scores. Although this instrument is limited to the areas of reading and mathematics, it will be illustrative in these areas and can begin to allow the researchers associated with the project to draw some tentative conclusions regarding teacher preparation and their students' outcomes.

WORKING EFFECTIVELY WITH ETHNO-LINGUISTICALLY DIVERSE STUDENTS

The two courses that target CCTC standards involving effectiveness of dealing with ethno-linguistically diverse students are EELB 321 & EELB 333 which all students must take, both the on campus and PDS students. One of the crucial differences between these two programs is that in the Temecula PDS these are the first courses that the students must take. The entire first module is devoted to the examination of these standards and focuses on the ability to relate their impact to all levels of teaching. Additionally, all PDS students are given classroom placements that have been pre selected to maximize their contact with diverse student and parent populations, as well as with teachers skilled in these areas of teaching. These placements are selected by the PDS partnership team that is composed of both CSUSB faculty and Temecula Valley Unified School District personnel. Although it could be expected that, given appropriate direction, the on-campus program students are able to find equally enriched classrooms for their observations, this is not always the case. Many times, the individual in the on- campus program elects to do the assigned observations in an environment that is convenient rather than one that actually meet the requisite criteria. Given these experience, the on-campus students are often disillusioned when they find that the teacher chosen to be observed does not utilize the strategies that are being discussed in the university classes, even though the classroom contains students for whom the language acquisition or other strategies

would be appropriate. This portion of the on-campus program is fraught with sensitive issues: Should the student be forced to redo the observation because of the misfortune of being with a teacher who does not model or utilize the now mandated state techniques?, or What is the student at the induction level's responsibility when he or she realizes the teacher's placement in that classroom is out of compliance with state regulations? To alleviate these situations, classroom placements in the Temecula PDS are continually being monitored as to teacher and student factors and students are encouraged to assist the professor in ensuring effective and successful placement. Conversely, through discussion with PDS faculty, students come to understand better the operational realities of today's schools and develop the ability to strategize more successful approaches.

Students' comments in relation to this level of experiences the PDS program are exemplified, as follow.

> Student B: "This experience will help me to be more aware of the situation that English language learners (ELL) kids face. I will be less willing to give them activities that they could not possibly have success in and would make them feel disenfranchised."
>
> Student C: "The experience working with an NEP student in the fourth grade has been invaluable. Watching the child work so much harder than his peers trying to gain the content plus the language. The class has expanded my mind and my attitude toward cultural education to include all cultures."

When Student C says "Watching the child work so much harder than his peers trying to gain the content plus the language" it is evident that this student has comprehended the duality of the English classroom environment of the non-English proficient child. This student has begun to approach the enormity of restructuring the learning

environment because the task of learning a new language and new content simultaneously is overwhelming for most learners. These and other similar comments validate the importance of front-loading the course work on culture and language acquisition so that beginning credential candidates are forced to focus on these issues both now and throughout their teaching career.

WORKING EFFECTIVELY WITH COLLEAGUES

One of the unique features of the PDS is that students enter the school sites at the beginning of the teacher academic year and are involved with the initial classroom setup. They are introduced and welcomed as part of the district family, and are encouraged to attend staff meetings and teacher inservice days. They rapidly become integrated into the cycle of the school and the school's everyday operations of the teaching staff. They are cast as part of the team and, as such, participate in the full range of teacher activities including back to school night, parent teacher conferences, seasonal programs, field trips. Another facet of the collegiality within the PDS is the climate that permeates the relationship of the students with each other. They have been pre-screened through interviews and assessment processes for their ability to be team players. They are instructed within their course work about the learning principles that surround collaborative teaching and learning strategies. And they are subsequently given assignments that must be completed in a collaborative mode. One of the off-shoots of these efforts is that each year the PDS students have banded together within their cohort to tutor those members that had not yet mastered the MSAT. Although each of these students was also in the midst of an intensive teacher preparation program, time was found to assist their team mates on a weekly and on-going basis..

Follow up with the first year cohort, most of whom are now teaching in

Temecula, reveal that they continue to share and support each other, both by grade level and across grade levels and school sites within the district. All of the first year cohort are still connected via an electronic list serve so even the three students who are employed in other districts frequently utilize this means to network and share information. A recent posting from a student employed in the neighboring district of Murrieta informed the first year cohort teachers of an upcoming Saturday music inservice opportunity. Communication via the server revealed that four of the cohort members, now all teachers, availed themselves of this opportunity-one that they might otherwise been unaware. An additional benefit is the support second year cohort students are finding from the mentoring of the first year cohort members now teaching in Temecula. These new teachers are now lending materials and ideas to the new students in regard to all aspects of teaching, from journals, to curriculum materials, to art activity patterns, to explaining successful lesson plans, to giving support and encouragement.

> Student C: "I was not stressed about the mock interview because Renee from last year's cohort shared how she had done, and gave me pointers that I shared with my cohort. It was funny hearing about last year's interviews and knowing that Renee is one of the teachers who is always there with an idea, suggestions, or a smile."

This camaraderie is one of the goals of the PDS to remove new teachers from the isolation of their own classroom and personal insecurities. To allow them to reach across to their fellow teachers and share and learn from each other. Having a relatively closed environment within the PDS, where perspective students are initially interviewed by a panel of faculty and principals including the district's assistant superintendent for personnel, creates an informal and lasting bond. This openness is

extended throughout the program where the PDS team is seen by the students as a body of nurturing individuals.

> Student D: "I'm usually nervous at interviews so before the mock teaching position interviews (scheduled each December, at the program mid-point) I just called and made an appointment to speak with Chris(the assistant superintend for personnel) since he was the only one on the interviewing panel that I had never spoken to personally. He was really nice so for the interview I felt like I was just talking to a bunch of friends about why I wanted to teach and what I had learned in the PDS program."

The ease with which the students interact with teachers, administrators, and faculty verify that these PDS students feel that they are an integral part of this district and have valuable contributions to make. They are demonstrating their sense of position within the teaching profession and are not afraid to seek out the assistance they feel they need to continue growing. Alternatively, students in the on-campus programs report that they experience delays and difficulty in finding classrooms where they can observe or do mini lessons and even at the student teaching level say they have felt like interlopers in the teacher's lounge or have been dismissed as being "just a student teacher".

REFLECTIVE PRACTITIONERS

The PDS students are given a notebook in which to log their reflections on the first day of their first class in the PDS. This notebook follows them throughout this year in the program. At the end of the first cohort, several of the students were hesitant or almost unwilling to relinquish physical control of the notebooks. This was based on the fact that some felt those pages contained the evidence of their metamorphoses and did not want to lose them. All of the notes were collected,

analyzed and returned. Several students applauded being required to keep these teaching experience journals because they stated that, in retrospect, it forced them to evaluate their own learning as it was in process.

While reflective practitioner goals are embedded in all of the CLAD course work, the design and structure of the PDS guarantee that students are involved with veteran teachers who have been selected based on their ability to reflect upon and deconstruct their classroom practice with the PDS students. The lock step structure of the course work, the constant communication between all PDS program faculty, and the quality of the classroom situations allow for a measure of control and quality that can not be guaranteed in the on-campus program. Often on campus students take the courses in a non-sequential fashion and utilizing a format that separates foundational theory from practice. Additionally, as students in on-campus programs may take course work at their chosen pace, the result often is that courses are disconnected from each other. Or, these students may decide to take methods courses before taking the foundations courses that establish the learning theory and psychological basis on which successful teaching methods are based. If the culture and language acquisition courses are taken last, these seminal courses may, instead, be seen as efforts in political correctness or merely as non-related additional hurdles.

SUMMARY: THOUGHT FOR THE FIELD

The Temecula PDS has been carefully crafted to scaffold the integral goals of the CLAD credential into the induction phase of this teacher training program. The exploratory results coming from the first two cohorts of the Temecula PDS have generated sufficient positive data in several areas to stimulate and encourage further investigation into the efficacy of the PDS as the model for CLAD teacher training that should be considered for statewide.



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In order to further facilitate an understanding of the comparisons between the two models, traditional university classrooms and professional development school, case studies have been generated to assist this group in that exploration. On the following pages are six case studies intended for use in small group settings.

case study #1

traditional university setting

Student A is a middle aged, upper middle class, Anglo woman, who has shared with the class that she previously had a multiple subject credential but only taught with it for a few years prior to her marriage 20 years ago and allowed it to expire. Due to the down turn in the economy, she was now substitute teaching in a primarily African American and Hispanic school. She was now returning to the on campus CLAD multiple subject program but had expressed discontent with the need to retake course work she had completed 20 years ago.

On the last night of a 4 unit, 10 week quarter class, EELB 321, Culture and Schooling, which is one of the mandatory foundation courses student A makes a to the female Hispanic professor with the entire class still present. The comment was "I'm glad that I took this class with you because I do not know any Hispanic women and now I know what the average Hispanic woman is like".

What are the primary issues of concern and how can they be remedied?

case study #2

traditional university setting

Anglo Students, of all ages, have frequently gone to both the department chair and or the Dean's office to complain. They do not understand why the course instructor has mandated that for their field observation that they must go to elementary classrooms that contained both ethnic and linguistic diversity. They state that they plan to work in an all Anglo elementary and do not want to bother with all of the CLAD requirements as they believe them to be unrelated to their future professional careers.

What are the primary issues of concern and how can they be remedied?

case study #3

traditional university setting

Students, of all ages, have frequently gone to the department chair and or the Dean's office to solicit information about the teaching profession and how to enter the credentialing process. One of their comments has been "I have never been good in math therefore I want to be an elementary school teacher where math is not important".

What are the primary issues of concern and how can they be remedied?

case study #4

traditional university setting

A new college of education secretary was recently baffled by a student call. The student explained that she was an employed,credentialed multiple subject teacher and need information on a Master's degree program. The secretary upon querying the teacher about her career interests or areas of expertise was told "No, I do not want a master's in reading, or curriculum, or administration. I just want a Master's degree so that I can move over on the salary scale"

What are the primary issues of concern and how can they be remedied?

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case study #5

Temecula Professional development School

During the third week of the 1997-98 cohort experience, which included only Anglo students, one of older male students, entered the afternoon lecture/discussion literally shaking with anger. Asked by the professor to share why he was so angry, the student revealed that during the morning session he and his cohort partner had been observing their assigned English Language Learner students in the classroom , and then accompanied them to the pull out language support services classroom. While there the language tutor did not follow the instructions they had heard the teacher give, but rather proceeded to test the children in English on the previously teacher directed lesson given in English. When the students did poorly, the tutor began, using Spanish, to berate their inability to answer the subject content questions in English. The tutor had been instructed to teach the key concepts in Spanish. The students were upset that the children were not being taught, and yet being held accountable and they were also concerned about the teacher being oblivious as to what was occurring and the effect it would have on the students' academic and affective growth.

What are the primary issues of concern and how can they be remedied?

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case study #6

Temecula Professional development School

Although over 75% of the 1997-98 cohort students were residents of the Temecula area, one of the early assignments is to do a demographic/cultural study of the district communities. In this process students were to examine the individual school attendance area boundaries and to analyze the demographic patterns within the communities and within each school. Most were surprised to realize the exact percentages of ethnic students, and language minority students. A close look at the attendance lines for several of the elementary school revealed that apartment dwelling students were not being assigned to the school that was the closest to their residences but that definite gerrymandering was occurring.

What are the primary issues of concern and how can they be remedied?

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